

Confidence and Connections

REMOTE PLACEMENT TEST





This packet is designed for programs administering the Confidence and Connections Placement Test remotely. We suggest implementing this placement test by phone or video call for the Speaking Test, and online (using an online quiz we've created on Flexiquiz.com) for the Reading Test. If you are administering your Placement Tests in person, do not use this packet.

SPEAKING TEST – via Video or Phone Call

1. Begin with the Speaking Test. Doing the Speaking Test before the Reading Test aids in accurate level placement.
2. Arrange a time with your student to complete the Speaking Test by video or phone call. Allow about 10 - 20 minutes for this call, which will include time for you to greet the student and explain the instructions.
3. Once on the call, make sure your student feels comfortable. Consider your environment and the appropriateness for testing. It's best if they can be in a quiet area with good reception.
4. Explain that you will be asking questions, and that the student should answer each one with a complete sentence. Consider giving an example of what you mean by "complete sentence."
5. Ask each question only twice. If student still doesn't understand or can't answer, move to the next question.
6. Find the test on the last page of this packet. Score each question as you go as a 0, 1 or 2. Be strict. If you are unsure, give the lower score. Do not give half scores. (no 1.5. Only 0, 1, 2). Print the Speaking Test and mark on the page, or simply use a notepad to track their scores for each question.

0 = Did not understand the question, did not give an answer, OR answer did not make sense for the question.

1 = Understood question BUT answered with incorrect grammar and or/an incomplete sentence.

2 = Understood question, answered in a complete sentence AND used correct grammar.

7. Stop the Speaking Test when the student gets any combination of **3 zeros or ones**.
8. Add the scores of each question to find the total score. Write the total score at the bottom of "Individual Speaking Test" page.
9. See level equivalence at the bottom of the "Individual Speaking Test" page. Note their Speaking Test Level and revisit after the Reading Test has been taken.

READING TEST – via FlexiQuiz.com

BEFORE ADMINISTERING: It's very important that you have your organization set up in the FlexiQuiz system PRIOR to giving the Reading Test to your students. Allow 3 business days for this to be completed prior to the date you need to administer the test. DO NOT send the below links to your students until you've requested access by emailing orders@intercambio.org. In your email request, please include the organization name you would like your students to choose from the dropdown menu on the quiz itself and the email address at which you'd like to receive test results. Do not proceed until you receive confirmation from us that your FlexiQuiz set-up process is complete. *We also recommend that the test administrator take a 'practice test' of the Reading Test on FlexiQuiz themselves to ensure that the testing process is clear (and to verify that results are sent to the correct email address), prior to explaining and administering the Reading Test to students.*

1. All students (except those placing into the Intro Level) should do the Reading Test. They will need access to a computer, tablet, or smartphone to take the Reading Test on FlexiQuiz.com. However, they do *not* need an email address.
2. If the student places into Level 1 or 2 on the Speaking Test, they should take the Short version of the Reading Test (first link below), which covers material from Intro - Level 3. Students who place into Level 3 - 5 on the Speaking Test should take the full-length version (second link below). Send the appropriate link (short or full-length) to your student so they can access the Reading Test.

www.intercambio.org/ccreadingplacement-short (Short Version: Speaking Test = Level 1 or 2)

www.intercambio.org/ccreadingplacement (Full-Length Version: Speaking Test = Level 3 +)

3. Students will need to complete a registration page before taking the Reading Test which appears on the main page of the quiz. They will fill out their name, phone number, email (optional), and select their organization from a dropdown list. It's very important that they select the correct organization in order for you to receive their results. (Refer to 'Before Administering' above)
4. Once they begin, they have 15 minutes to complete the Reading Test. Tell students not to guess if they don't know an answer. Instead, they should leave it blank. They can submit the test without all the questions answered.
5. Once they've completed the Reading Test, they will click 'Submit' at the bottom of the page, and then again in the pop-up box that appears.
6. Once they've submitted their Reading Test, they will see how many questions they answered correctly, but not their level placement.
7. An email will be sent to the email registered with your FlexiQuiz access (Refer to 'Before Administering' above) with the student's full Reading Test report, including a PDF of the questions they answered correctly/incorrectly, and their Reading Level.

To determine overall level: Compare results of Speaking and Reading Tests.

- We recommend that slightly more weight be put on the Speaking Test. For instance, if a student places in Level 5 according to the Speaking Test and Level 3 for the multiple-choice Reading Test, we suggest placing them in Level 4.
- If the person scores low or high in the range, consider which questions they missed, class size and student and teacher profile before deciding to place in higher or lower level.

Confidence and Connections Placement Test — INDIVIDUAL SPEAKING TEST

STUDENT NAME _____ DATE _____ LEVEL _____

Question	STOP TEST AFTER any combination of 3 1s and/or 0s.	Score	Level
1. My name is _____. What is your name? <i>Checking for full sentence. Remind student to respond with a complete sentence.</i>		0 1 2	Intro
2. I spell my name _____. How do you spell your name? <i>Checking for alphabet accuracy</i>		0 1 2	Intro
3. What day is today? <i>Accept day or date</i>		0 1 2	Intro
4. I'm wearing (a) (color + item). What are you wearing? <i>Checking for color + clothing—in correct order (ok if verb tense is wrong)</i>		0 1 2	1
5. How is the weather today? <i>Checking for description of the weather</i>		0 1 2	1
6. What do you like to do in your free time? <i>Checking for "I like to + activity verb"</i>		0 1 2	1
7. What am I doing? (Test giver: Mime an action like <i>drinking, eating, reading, or writing.</i>) <i>Checking for verb + ing</i>		0 1 2	2
8. Yesterday I did my laundry and watched TV. What did you do yesterday? <i>Checking for the past tense verb</i>		0 1 2	2
9. This weekend I am going to clean my house. What are you going to do? <i>Checking for the future tense: "I am going to..." Accept "I will..."</i>		0 1 2	2
10. Tell me something you used to do when you were a child. <i>Checking for simple past with used to. Give 1 point for simple past without "used to"</i>		0 1 2	3
11. What will you do if it rains tomorrow? <i>Checking for I will ____, if ____.</i>		0 1 2	3
12. Last night at 8, I was watching TV. What were you doing last night at 8? <i>Checking for past continuous (was + verb + ing)</i>		0 1 2	3
13. How long have you lived in the United States? <i>Checking for: "I have lived... for x years, or since specific year"</i>		0 1 2	4
14. Have you ever eaten pizza? <i>Checking for correct use of present perfect (Yes, I have/No, I haven't.)</i>		0 1 2	4
15. If you won a million dollars, what would you do? <i>Checking for conditional form: "I would..."</i>		0 1 2	4
16. I have been studying Spanish for 10 years. How long have you been studying English? <i>Checking for present perfect continuous (have been + verb + ing)</i>		0 1 2	5
17. What do you wish you had done when you were younger? <i>Checking for I wish I'd + past participle</i>		0 1 2	5
18. Tell me something you might do next week. <i>Checking for might + verb</i>		0 1 2	5
19. What are some differences between your native country and the US? <i>Checking for fluid conversation. Student may make errors but is understandable. Is able to say several sentences. To encourage student to elaborate, ask follow-up questions if necessary: What do you like about the US? / What surprised you about the US?</i>		0 1 2	6
Intro: 0-5 L1: 6-10 L2: 11-15 L3: 16-20 L4: 21-27 L5: 28-33 Above C&C: 34+		Speaking Score:	

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